

# Learning partnerships for the Information professional: coaching to accelerate development

Fatima Darries

# Outline

- Introduction
- Definition & characteristics
- Learning needs
- Programme
- Evaluation
- Checklist

# Introduction

- Coaching @ 2004 @ Cape Technikon
- Why
  - Support new encumbants, learners, by partnering with coaches
  - Specifically aimed at accelerating the on-the job learning of the learners to improve performance
- Who
  - Learners = 3 new encumbants
  - Coaches = peers, supervisor
  - Others – TSO, Sen Lib, HR ODO

# Definition

- Coaching as learning partnerships that deliberately accelerate the enhancement and refinement of existing competencies and the development of new competencies, to improve performance

# Characteristics

- Peer coaches, manager coaches
- Formal, structured and facilitated
- Competency-based matching & partnerships
- More than one coach
- Individualised, customised approach
- Aligns individual objectives to organization goals and strategy

# Learning needs

- Identified job competencies- key performance areas (KPA) & job description
- KPA aligned to strategic objectives of institution and library
- Administered tool adapted by ODO Pazuna Stofile

LIBRARY PROJECT ASSESSMENT 1 .doc - Microsoft Word

File Edit View Insert Format Tools Table Window Help Type a question for help

PRE-ASSESSMENT SHEET -Main Campus Library

NAME OF DELEGATE

RATING SCALE	D	DEVELOPMENT AREA	R	ROUNDING-OFF AREA	A	ACCEPTABLE	MA	MORE THAN ACCEPTABLE
--------------	---	------------------	---	-------------------	---	------------	----	----------------------

					ASSESSOR		
#	CATAGORY	#	SUB-CATEGORY	DESCRIPTION	Delegate	Peer/Colleague	Line Manager
1.	Communication	1.1	Interactive	Able to influence attitudes and opinions of others and gain agreement to proposals, plans and ideas; skillful at negotiating.			
	Oral communication	1.2	Interactive	Communicates orally in a manner, which is clear, fluent & to the point & which holds the audience's attention in both group and one-one sessions.			
	Written communication	1.3	Interactive	Produces written communication, which are clear, fluent, concise & readily understood by intended recipients.			
	Presentation skills	1.4	Interactive	The ability to convey an idea, a concept or a task in a logical, comprehensive way during a formal presentation, so that the audience knows exactly what is meant.			
2.	Client Consulting	2.1	Interactive	Accurately & proactively identifies, defines clients' needs & problems. Provides professional advice actions, solutions.			
3.	Relationship Management	3.1	Interactive	Displays ability & skills to build & maintain relationships with a variety of people at all level especially with clients & fellow staff members			
4.	Quality Orientation	4.1	Thinking	Provides quality service. Maintains high professional standards & gets work right first time.			
5.	Fast Response	5.1	Thinking/Innovation	Knows where to find relevant			

Page 1 Sec 1 1/1 At 8.5cm Ln 22 Col 1 REC TRK EXT OVR English (U.S)

28 September 2005

8<sup>th</sup> Annual LIASA Conference,  
Nelspruit, Mpumalanga

LIBRARY PROJECT ASSESSMENT 1 .doc - Microsoft Word

File Edit View Insert Format Tools Table Window Help

Type a question for help

1	Client Consulting	3.1	Interactive	Identifies, defines clients' needs & problems. Provides professional advice actions, solutions.			
3	Relationship Management	3.1	Interactive	Displays ability & skills to build & maintain relationships with a variety of people at all level especially with clients & fellow staff members			
4	Quality Orientation	4.1	Thinking	Provides quality service. Maintains high professional standards & gets work right first time.			
5	Fact Finding	5.1	Thinking/Energy	Knows where to find relevant information. Checks facts & data. Retrieves absorbs, classify & disseminated information to users quickly			
6	Flexible/Adaptable	6.1	Work style	Adapts readily to new situations & ways of working. Is able to cope with changing demands			
7	Team Working	7.1	Work style	Works effectively with others, co-operates with colleagues and is sensitive to people's needs.			
8	Coaching	8.1	Interactive	Instructs & guides others on what to do. Leads and motivates individuals.			
9	Stress Tolerant	9.1	Feelings	Stays controlled in the face of obstacles			
10	Planning & Org	10.1		Organizes & schedules events, activities & resources. Sets up & monitors timescales & plans			

VERIFICATION			
DESIGNATION	DELEGATE	SUBORDINATE	LINE MANAGER
NAME			
SIGNATURE			
DATE			

Project: Accelerated Dev. - Libraries

Page 1 Sec 1 1/1 At Ln Col REC TRK EXT OVR English (U.S)

28 September 2005

8<sup>th</sup> Annual LIASA Conference,  
Nelspruit, Mpumalanga



# Programme

## Information session

- ODO on role of learner and coach
- Included: how to give feedback, how to receive feedback
- Create an enabling, learning environment
- Coaching training with HR

# Programme...

## Planning session

### ■ Who

- Coaches and learners participated
- Including, Library Training and skills development officer- co-ordinate

### ■ What

- Agreed on learning needs based on assessment results
- Each learner had programme developed around building identified competencies

# Programme... How

- Learner

- perform the job functions – on the job learning
- Exercises, assignments, narratives around competencies
- included stretching assignment

- Coaches

- show and guide the learner
- questions at any time on any work related area
- Monitor learner's progress

# Programme ... How

- Monthly reports to Sen. Lib
  - Learner
    - against performance management contract- monthly report
    - Self assessment on progress –coaching report
  - Coaches
    - Against performance contract –include coaching – monthly report
    - Progress and assessment of learner's progress

# Programme

- Feedback sessions for each learner
  - chaired by Sen. Lib, all learner's coaches, TSO
  - Formative assessment - reflected back progress
- Summative assessment session

# Evaluation

- Whether the aims of the programme have been met?
  - Support
  - Accelerate learning
- Generally positive impact of Library?

# Evaluation ...

- Needs analysis should be 360°
- Written formative assessment of learners- more than minutes of meeting
- Formative evaluation of programme
  - What helped the programme work well?
  - What hindered the programme?

# Checklist

- Appropriate intervention
- Ground rules – trust and mutual respect
- Get buy in, clarify roles
- Learning needs analysis
- Partnering and matching coaches and learner
- Develop programme- contract with learner and coaches



# Checklist ...

- Implement and monitor
- Feedback sessions- foster reflection on actions
- Assessment – determine learners competencies
- Closure and evaluation

# Finis

## Questions

Darriesfa@cput.ac.za